



Montana Office of Public Instruction
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In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies Grade 6

Topic 7 - Tribal Land Features

Stage 1 Desired Results

Established Goals:

Students will recognize each Montana tribe has its own unique oral history, and most place their people in their current traditional lands. [GLE 6.4.2]

Note to teachers: Although this lesson focuses on the Northern Cheyenne in particular, the procedures and goals and assessments can be applied to any of the Montana tribes.

Time Required: 2-4 days, 50 minute periods

Understandings:

- Montana is a special place, and all Montana tribes have sacred places that are connected to their beliefs and traditions.[GLE 6.3.1]
- Tribal geographies often span landscapes far from the reservation boundaries. [EU 1,4]
- Tribes revere and respect certain cultural and historical sites, on and off their reservation.

Essential Questions:

- Why are reservations nations? Why is this so?
- What is a Presidential Executive Order? Why is it significant?
- Why are certain cultural and historical sites on and off the Northern Cheyenne Reservation revered and respected by the tribe?
- What might I be prone to misunderstand about tribal lands and revered tribal sites, because of my own background experiences?

Students will be able to...

- Apply geographic knowledge and skills (location, place, regions, movement, human/environment interactions) appropriate to the lesson.
- Review: label features on the Northern Cheyenne Reservation: tribal capital, tribal college (name and location), significant physical and political features, picture the tribal flag.
- Label sites on the Northern Cheyenne Reservation revered and respected as a part of Northern Cheyenne culture and history.
- Through "I Can" statements, name/describe what they have learned from the lesson.

Students will know...

- A reservation is a land based which a tribe or tribes reserved, through treaty (review).
- Although the Northern Cheyenne reservation is contained within Montana, historically these people ranged from Hudson Bay to Minnesota to Montana.
- Sites that are significant to the Northern Cheyenne tribe (Little Big Horn Battle Site, Rosebud Battle Site—Fight Where Girl Saved Her Brother, Two Moons Monument, Wolf Mountain Battle Site, Custer's Last Camp, Head Chief and Young Mule Memorial Hill, Dull Knife and Little Wolf's burial site, Deer Medicine Rocks, Chief Lane Deer's burial site (LDSNCSSC)).

Stage 2 Assessment Evidence

Performance Tasks:

- On a map, label features of the Northern Cheyenne Reservation (or any of the other reservations in Montana) including physical, political, cultural and historical sites.
- Discuss orally, and/or in writing the significance of cultural and historical sites.



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Stage 3 Learning Plan

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results:

W= help students know where the unit is going and what is expected?

H= hook all students and hold their interest?

E= Equip students, help them experience the key ideas and explore the issues?

1. Students and teachers generate “I Can” statements that outline the information to be learned, the thinking to be accomplished, and the tasks to be completed. These are based on the lesson goals and Essential Understandings. “I Can” statements orient students to expectations, hook their interest, and structure the lesson to the key ideas and issues. **For example:**
 - I can name and identify physical and political features on the Northern Cheyenne Reservation.
 - I can identify and tell about sites that are revered and respected as a part of the Northern Cheyenne cultural beliefs and history.
 - As I find out about tribal sites that are revered and respected, I can identify my own misunderstandings I may have about reservations and tribal sites. I know how my pattern of thoughts can influence my understandings.
 - I can tell why the Northern Cheyenne Reservation was created by Presidential Executive Order.

R= Provide opportunities to rethink and revise their understandings and work?

E= Allow students to evaluate their work and its implications?

2. Utilize materials and the resources listed below. Supply each student with a Montana highway map, and take time to orient the class to the Northern Cheyenne reservation and its surroundings. Have students outline the reservation in color. Call attention to the battlefield site for the Battle of the Little Big Horn, and note its proximity to the reservation. This may be the time to briefly mention the role played by the Cheyenne in this battle.
3. Supply each student with blank Montana student maps, and the Northern Cheyenne reservation maps (see below for information on obtaining these maps).
4. Take time to discuss the relevant sites; have students locate and place the particular site on their own reservation map. Students should take notes about the significance of each site; they can use the information in discussions and assessments.

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

5. Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.



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O= Be organized to maximize initial and sustained engagement as well as effective learning?

6. This particular lesson may take 2-4 days (50-minute periods), depending your students' backgrounds. Discussion and frequent active rethinking should keep student engagement and learning high.

This lesson is extended from Grade 5. Grade 5 students developed a good understanding of reservation as nation, and the geographic features (physical, political) of the reservations. In Grade Six students learn about the cultural geographic features of Montana reservations.

Materials/Resources Needed:

- Blank Montana student maps, one per student.
- Montana highway maps, one per student. Students will need these to locate the reservation in the context of Montana, and also to locate the Battle of the Little Big Horn.
- *Lame Deer Schools Northern Cheyenne Social Studies Curriculum*, available at the OPI Indian Education Website. "Mapping the Reservation" gives the background students will need regarding significant sites and geographic features. **This material should be read to the class, and discussed as students complete their maps.**
- **It is highly recommended** that you also read the Northern Cheyenne section from *Montana Indians: Their History and Location* to increase your own understanding of the Northern Cheyenne tribe yesterday and today.
- Northern Cheyenne Reservation maps (see *Lame Deer Schools Northern Cheyenne Social Studies Curriculum*, for hand-drawn maps which can be reproduced).

Additional Recommended Resources - Tribal Web sites:

Blackfeet www.blackfeetnation.com

Chippewa - Cree Tribes of the Rocky Boy's Reservation <http://rockyboy.org/>

Crow Tribe Apsaalooke Nation <http://www.crownations.net/>

Fort Belknap – Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/>

Fort Peck Tribes – Assiniboine/Sioux <http://www.fortpecktribes.org>

Little Shell Tribe <http://www.littleshelltribe.us/>

Northern Cheyenne Tribal Government <http://www.cheyennenation.com/>

Confederated Salish & Kootenai Tribes <http://www.cskt.org>

Montana Indians: Their History and Location. Helena, MT: Montana Office of Public Instruction.
www.opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf